**K-5 Math Lesson Plan**

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| **Teacher:**  **Monica Ryan**  **Tashia Dorsey**  **Sedalia Elementary** | | | **Grade:**  **2** | | | **Date(s)**:  **Day 6 of Task 4** |
| **Unit Title:**  Unit 1: Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Fill in the chart to show your findings to the PTA treasurer. Your chart should include how much was in inventory, how much needs to be bought, and how you determined this for each item. | | |
| **Essential Question(s):**  How do patterns help me skip count? How do I compose numbers up to 1000? How do you know the value of a number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Overhead * Inventory Investigation Parts 1, 2, 3, 4 * School Inventory Sheet * Base-ten Blocks * Post-Assessment | | **Student:**   * Pencil * Base-ten Blocks * Inventory Investigation Parts 1, 2, 3, 4 * School Inventory Sheet * Post-Assessment | | | Place Value  Hundreds  Tens  Ones  Skip Counting  Counting On | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1:** *Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.*  **2.NBT.3:** *Read and write numbers to 1,000, using bade-ten numerals, number names, and expanded form.*  **2.NBT.4:** *Compare two three-digit numbers based on meanings of the hundreds, tens, and one digits, using >,=, and < symbols to record the results of comparisons.*  2.NBT.2: *Count within a 1000; skip count by 5’s, 10’s, 100’s.* | | | | | |
| **I Can Statement(s):**   * I can describe and identify a three-digit number. * I can use expanded form to read and write numbers to 1,000. * I can skip-count by 5’s, 10’s and 100’s to 1,000. * I can read two numbers and decide which is larger or smaller. * I can use the <, >, or = symbols to show which number is larger, smaller or equal to the same value.  |  |  |  | | --- | --- | --- | | |  | | --- | |  | |  | | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  To get students ready for the assessment we will play a quick round of Ringo Rango (see Task 1 for instructions), counting by 5’s, 10’s and 100’s (5’s and 10’s to 100 and 100’s to 1000). Then we could play a quick game of sparkle (a form of it) have the teacher ask questions about the whole unit (comparing and ordering numbers, skip counting, using a number line, describing a three digit number). | | | | | |
| **Teacher Directed:**  Teacher and students will review quickly a summative of all tasks using the inventory sheets 1, 2, 3, and 4. | | | | | |
| **Guided Practice:**  None needed because of assessment. | | | | | |
| **Independent Practice:**  Students will be given the Unit 1 post-assessment to complete on Understanding Place Value (Hundreds, Tens, Ones), and comparing and ordering numbers. | | | | | |
| **Closing/Summarizing Strategy:**  Teacher will collect papers and review assessment aloud with students, working out any problems that were of difficulty. Students will also talk among table groups about what they have learned in the unit. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | * Create your own chart to show findings to the PTA treasurer. * Come up with your own way to show your findings. | | | | |  | | --- | | * Use pre-labeled chart to show findings (may not include all items depending on previous intervention strategies). | | | | |  | | --- | | * Use a pre-labeled chart to show findings. * Depending on their level of proficiency, you may need to limit the number of items they have to fill in. | |
| **Assessment(s):**  To assess the whole Unit 1 – Understand Place Value (Hundreds, Tens, Ones), students will be given the engaging scenario about the PTA inventory to complete. See Unit 1 – Understand Place Value (Hundreds, Tens, Ones) post- assessment sheet | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |